DOCUMENT RESUME

ED 347 219 UD 028 566

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TITLE Annotated Bibliography on the Education of Chinese Students in the United States: 1970-1990.
INSTITUTION Fordham Univ., Bronx, NY. Graduate School of Education.
PUB DATE Jun 91
NOTE 37p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Chinese Americans; Chinese Culture; College Students; Cultural Background; Early Childhood Education; *Educational Experience; Elementary School Students; Elementary Secondary Education; Ethnic Groups; Higher Education; *Minority Group Children; Periodicals; Preschool Education; Research Reports; *Student Characteristics
IDENTIFIERS Language Minorities

ABSTRACT

This annotated bibliography on the education of Chinese students in the United States uses "Chinese students" to refer to people defined by a common heritage tying them to the racial, cultural, and lingual characteristics of the Far East and Chinese ancestry. The annotations, which cover 1970 through 1990, are grouped into four parts: (1) Early Childhood Education; (2) Elementary and Secondary Education; (3) College Education; and (4) General Information on Chinese students. In all, there are 80 citations and descriptive annotations of journal articles, conference reports, and other research reports. (SLD)

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ANNOTATED BIBLIOGRAPHY ON THE EDUCATION OF CHINESE STUDENTS* IN THE UNITED STATES : 1970--1990

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JUNE, 1991

* Chinese students: Although race is a socio-political (subjective), rather than scientific (objective) invention, those referred to in this work as "Chinese students" should be understood as belonging to that group of people defined by a common heritage tying them to the racial, cultural, and lingual characteristics of the Far East, particularly, of the Chinese ancestry.

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Part I: Early Childhood Education

Aoki, E. M. (1981). Are you Chinese? Are you Japanese? Or are you just a mixed-up kid? Reading Teacher, 34(4), 382-85.

Suggests ways that teachers can use the limited Asian American family children's literature to introduce their classes to students who are of Asian heritage or who are Asian immigrants. Lists 10 goody, Asian American children's books.

Chan. K. S., & Others. An inquiry into Asian American Preschool children and families in Los Angeles. Asian American educational project: Preliminary report. Graduate School of Education, California University, Los Angeles. (ERIC Document Reproduction Service No. ED 117 251)

This report presents the preliminary findings of an in-depth study of small samples of Japanese, Chinese, Korean, Filipino, and Hawaiian children and their families living in the Los Angeles metropolitan area. Children's learning characteristics and style as well as their socialization for schooling prior to their entry into formal public schools are investigated. Section 1 reviews the literature, while section 2 reviews the methods used. Section 3 is divided into seven parts. Each part presents a preliminary analysis of the data collected. Child testing, observations of test-taking behavior, mother-child observations, and home interviews are described. Section 4 offers recommendations for future inquiry. Recommendations are divided into two general areas. Firstly, project reports are outlined, and then directions fore list future inquiry are suggested. Among the former are patterns of learning characteristics in each ethnic group, patterns of family socialization, mother-child interaction, and language behavior of child. Among the latter are a replication of the present study, studies of learning characteristics, studies of Asian American families, and the relationships between verbal and non-verbal assessments of competence.

Chang, H-W., & Yang, L-S. Preschoolers' acquisition of spatial words in Mandarian Chinese. Annual Meeting of the Chinese Language Teachers' Association New York, NY. (ERIC, Document Reproduction Service No. ED 267 607)

Two experiments investigated preschoolers' acquisition of spatial words in Mandarian Chinese. In one experiment, 5 groups of 10 children at 34, 39, 46, 52, and 57 months were tested for comprehension and production of 14 pairs of Chinese spatial words. in the comprehension

test the children were asked to point to pictures corresponding to the words spoken; in the production test they were asked to say the opposite of the word spoken by the experimenter. Results indicated a high degree of consistency in the order of acquisition, which paralleled findings in English acquisition studies and was consistent with theory. However, the theory that unmarked words should be learned before the marked words was not supported. In the second experiment 3 groups of 10 children aged 34, 46, and 57 months were tested for their comprehension of two pairs of spatial terms. An object was placed in relation to another object having one or the other of the following characteristics: (1) inherent top, bottom, front, and back; (2) inherent front/back but not top/bottom; (3) inherent top/bottom but not front/back; and (4) neither top/bottom nor front/back. Results indicated that under all conditions even the youngest children had almost perfect comprehension of top and bottom but imperfect comprehension of front/back for objects without inherent front/back markings.

Colloquy of Asian Americans. (1975). Colloquy of Asian Americans: A report. Office of Child Development(DHEW), Washington, D.C. (ERIC Document Reproduction Service No. ED 118 250)

This Child Development Associate (CDA) Consortium report describes the issues, recommendation, and papers discussed at the 1975 Asian American Colloquy. There were three major purposes for this colloquy: to provide selected Asian Americans with information on the philosophy and goals of CDA, to provide an opportunity for CDA and its constituents to learn about an ignored minority group, and to obtain reactions from Asian Americans to the CDA concept. It was stressed by the panel of seven participants that they were not representative of several major groups of Asian American and pacific Island people and that their recommendations must be viewed as tentative for that reason. Topics of the seven papers submitted by the panelists are: (1) the effects of residential patterns of Asian Americans on the availability and utilization of child care centers; (2) problems of bilinguality and monolinguality; (3) early childhood education in the Asian community; (4) Asian Americans and Pacific Island Peoples; (5) early history of Asian Americans, 1850 to 1965; (6) role models for Asian American children; and (7) the portrayal of Asian Americans in the mass media. Appendices include graphs showing trends in the educational and occupational status and changes in income of five nonwhite racial groups in the state of Washington.

Kitano, M. K. (1980). Early education for Asian American children. Young Children, 35(2), 13-26.

A review of early education for Asian American children (Japanese, Chinese, Filipinos, Vietnamese, Koreans, Hawaiians, and Samonans) focuses on the 1975 Asian American Education Project, a study of the learning characteristics of preschool age children and its educational implications.

Kuchner J. F. Chinese-American and European-American mothers and infants: Cultural influences in the first three months of life. The Biennial Meeting of the Society for Research in child Development, Kansas City, Mo. (ERIC Document Reproduction Service No. ED 308 985)

This study explores cultural influences in the first three months of life by comparing the daily experiences of first generation Chinese-American and European-American infants whose parents were born in the United States. The study focused on 10 Chinese-American and 10 European-American families whose mothers were recruited during the third trimester of pregnancy. Observations were conducted in the home when the infants were 3 weeks, 1 month, 2 months and 3 months old. Some of the findings of the study include: (1) mothers from Chinese and European backgrounds provided similar amounts of attention in caring for the infant's biological needs; (2) European-American mothers consistently introduced change and novelty into the microcosm of the infant's day, whereas Chinese-American mothers did not spend as much time redirecting the infant's attention or behavior; (3) European-American mothers modulated their behavior according to their infant's activity level, vocal output, and patterns of orality; (4) Chinese-American infants spent less time attending to people and smiling than did European infants of the same age; (5) European-American mothers more frequently used kissing to show affection than did their Chinese-American counterparts; and (6) Chinese-American and European-American mothers demonstrated few differences in the presence of a crying baby.

Lin, C-Y. C., & Fu, V. R. Acomparison of child-rearing practices among Chinese, Immigrant-Chinese and Caucasian-American parents. The Biennial Meeting of the Society for Research in Child Development, Kansas City, MO. (ERIC Document Reproduction Service. No. ED 307 997)

Differences and similarities in child rearing practices among Chinese, immigrant Chinese, and Caucasian American parents were investigated. Subjects were mothers and fathers of 138 kindergarteners and first and second graders in Taiwan and the U.S. The child rearing variables of parental control, encouragement of independence, expression of affection, and emphasis on achievement were studied. MANOVA yielded a significant group effect on parental variables. Chinese and immigrant Chinese parents tended to have higher ratings than Caucasian American

parents on parental control and emphasis on achievement. However, both groups of Chinese parents had higher ratings on encouragement of independence than did Caucasian American parents, with the ratings of the fathers of Chinese origin higher than those of their Caucasian American counterparts. Results suggest that patterns of child rearing are undergoing a change among parents of Chinese origin in this sample. Four figures and one table are included.

Otto, D. Bilingual day care programming for Asian children. The National Association for Asian American and Pacific Education Conference, San Francisco, CA. (ERIC Document Reproduction Service No. ED 181 094)

Although children make up one third of the United States population, they receive only a small fraction of public resources. Our society's disregard for children is also manifested through television and through the court and educational systems. Asian and Pacific American children suffer disproportionately from the poverty and inadequate care that afflict millions of American children. Though few figures are available, some limited information about Asian Americans in Los Angeles helps to illustrate the critical situation in regard to child care. At least 1,000 children in Los Angeles's "Chinatown" are estimated to need care. However, the two programs available together serve only 200. One, Castelar Children's Center, is a large facility which emphasizes English and pre-public school preparation. The other, a small unlicensed facility which serves 20 children, is run primarily in Cantonese and emphasizes a blend of Cantonese culture and pre-public school skills. Castelar has little parent participation, while in the smaller center, parent involvement and community support are relatively high. Contrasts between the programs highlight certain criteria for adequate institutional day care: parent and community involvement, preparation of children for public schools, and bilingual teachers who are able to fulfill basic emotional and psychological needs of children.

Pikcunas, D. D. Analysis of Asian-American early childhood practices and their implications for early childhood education. (ERIC Document Reproduction Service No. ED 274 422)

A study was made of early childhood practices among Asian populations to meet the information needs of public school in the United States which serve students ethnically Asian. The focus of the report is on the demographic nature of the Asian population, the cultural characteristics of the most frequent subgroups of Asian-Americans, and the impact of cultural characteristics on the childrearing practices of families. The report also

provides a review of the literature and research of the past 25 years (1961 - 1986). Groups described include Japanese, Chinese, Filipinos, indochinese, Koreans, Hawaiians, and Samoans. Appendices provide tables of demographic data, articles of Japanese educational policy, and a curriculum for elementary schools in Japan.

Wong, J. H. Chinese-American identity and children's picture books. (ERIC Document Reproduction Service No. ED 676 636)

A survey was made of all children's books about Chinese, Chinese Americans, or China for pre-kindergarten through third-grade reading level to determine how the books represent the Chinese or Chinese American to the young child. Books included in the study were identified by one or more of the following factors: (1) book title and bibliographic data: (2) Sears Subject Heading; (3) grade reading level; and (4) annotation or resume. An examination of the titles revealed three identifiable themes: Tales and Legends of Ancient China (8 titles); Stories of Pre-WW II China, circa 1920-1935 (7 titles); and Chinese Americans in U.S. Chinatowns (3 titles). The titles are grouped by theme and listed by date of imprint. No picture books were identified as showing life in contemporary China or Taiwan. Results of the survey show that (1) for the most part, the Tales and Legends of Ancient China have been well executed and that Bishop and Wiese's "The Five Chinese Brothers" remains the best known and most popular, exerting strong influence on young children's perceptions of Chinese people; (2) as a group, the stories of Pre-World War II China are old-fashioned and in some cases outdated; Handforth's "Mei Li" was found to be outstanding in this group; and (3) the stories with a U.S. Chinatown setting contain occupational stereotypes; overgeneralize the culture and traditions of Chinese Americans; and show no interaction with the dominant American society, with the exception of Hurd's "The White Horse." It is recommended that authors and publishers be encouraged to produce high quality books that present Chinese and Chinese Americans authentically.

Part II : Elementary And Secondary Educations

Asian American. Asian American studies project: The Chinese American experience and the Japanese American experience. Elementary guide, intermediate grades. Richmond Unified School District, California. (ERIC Document Reproduction Service No. ED 106 438)

This Asian-American curriculum guide for the Richmond Unified School District was prepared by a team of

teachers and students during the summer of 1972. These materials are related to the United States history textbooks currently in use at the intermediate grade level. Individual lessons are prepared so that they fit into the areas of the textbook where there is a lack of information on Asian American history. However, a large majority of the lessons are, self contained. The Guide is prefaced by a general statement of goals and objectives. The lessons are arranged chronologically and topically. Each lesson is prefaced by a page suggesting, resources, teaching objectives, and assignments and activities for the lesson. Included in the Guide are supplementary materials: (a) glossary; (b) "The Chinese and Japanese in America; A Bibliography" outlining the achievements and contributions of outstanding Asian-Americans; (c) "The Chinese and Japanese in America: A Chronology"; (d) "Bibliography of Books on Chinese Americans"; (e) "Bibliography of Books and Periodicals on Japanese available in the Richmond Public Library; and, (g) "Bibliography of Books on Multi-Racial Experience in America".

Asian Americans in Children's Books. (1976). Interracial Books for Children Bulletin, 7(2-3), p. 1-39.

Various articles include the following concerns: a year-long study shows that 66 books about Asian Americans are elitist, racist, and sexist; practical guidelines for selection of nonracist, nonsexist books are provided; a noted playwright looks at the image of Asian Americans in children's books and finds it racist science fiction; the demystification of textbooks that juxtapose distortions of Asian American history alongside with statements of historical reality is stressed; a member of the California Textbook Legal Compliance Committee reveals how community groups judge textbooks and tells how publishers can improve the treatment of Asian Americans in texts, and books and other resources to aid to counteract the prevailing myths and stereotypes about Asian Americans are recommended. Regular departments such as illustrator's showcase and information exchange are included, and a new bulletin department covering the electronic media is presented for the first time.

Asian Pacific Perspectives. Asian pacific perspectives. The Chinese American: Inscrutable to some. Los Angeles Unified School District, Calif. (ERIC Document Reproduction Service No. ED 168 330)

These instructional materials on Chinese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include a "social introduction," which emphasizes the fact that the Chinese American is not a foreigner; information about immigration; Chinatown; jobs and income;

language skills; three Chinese American approaches to life; and cultural practices, including foods, names, celebrations, religion, proverbs, and greetings. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Chinese New Year, Teacher's Resource Guide for Booklet"; "Dragon Boat Festival, Teacher's Resource Guide for Booklet and Poster"; "Little May's Family, Teacher's Resource Guide for Booklet"; and "The Magic Brush, Teacher's Resource Guide for Filmstrip." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Butterfly Treats, Catching the Dragon's Tail, Chinese Jump Rope, Dauh-Sa Baau (Sweet Bun), Jingle Bells (Cantonese), Joong Ornament, Li See (Red Envelope), Merry Christmas Song, Narcissus Flower, New Year Scroll, Paper Lantern, Peach Blossom Scroll, Peanut Crunchies, Pyramid of Oranges and Tanerine, and Ribbon Dance.

Behr, G. Instructional accomplishment patterns of Asian/Pacific Islander elementary students. Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif. (ERIC Document Reproduction Service No. ED 251 500)

The performance patterns of about 13,000 Asian/Pacific Islander (API) students in mathematics, written composition, and reading in grades 1 through 6 were examined. Student information was obtained through the Los Angeles Unified School District's data base for the Survey of Essential Skills (May 1982). Predominantly English-speaking, the students represented many subgroups (Chines, Japanese, Korean, Vietnamese, Samoan, etc.). The exploratory analysis identified manipulable variables of classroom instruction that affect the schooling achievement of API students, such as the amount of time spent using grade-level instructional materials, the "thickness" or "thinness" of lesson space devoted to particular skill areas, the placement of instruction in the curriculum sequence, and the relative complexity of the skill area concepts. Implications for improved instruction for all students are discussed. Numerous line graphs illustrate skill area patterns.

Cerenio, V. R., & Lum, J. B. Emerging practices in Asian and Pacific-American bilingual eduction: Models for observing bilingual education. National Inst. of Education (ED), Washington, DC. (ERIC Document Reproduction Service No. 237 627)

Observations of Chinese and Filipino middle school and junior high school classes in the San Francisco

(California) and Seattle (Washington) areas show that the political and practical realities of the bilingual classroom are far removed from the models favored by bilingual education researchers. The typical APA (Asian Pacific American) "bilingual" classroom is multilingual, with five or six native languages spoken in the classroom, some of them understood by no one in the school district. Students are at different educational levels and have entered the classroom at different points throughout the year, and turnover is high. There is no appropriate curriculum, and teachers cope by using small groups and creative classroom management. Research that is related to what actually goes on in such classrooms could help alleviate a very difficult teaching-learning situation. As this survey shows, current bilingual education research is not pragmatically related to what goes on in the classroom. furthermore, there is no framework to facilitate the systematic observations of bilingual programs or to compare them. Frameworks which can be used in the future should be based on classifying bilingual programs in terms of (1) language used in major daily scheduling components; (2) language used in contacts among whole groups, small small groups, individuals, teacher, and aide; and (3) bilingual teaching strategies.

Chang, F. Responding to Chinese-American children. Faw West Lab. for Educational Research and Development, Berkeley, CA. (ERIC Document Reproduction Service No. ED 175 979)

This guide is designed to help teachers gain an insight into the background and culture of Chinese American students. Three articles describing the Chinatown community in San Francisco focus on problems which are characteristic of Chinese American communities throughout the United States. The appendices that follow provide statistics about population in San Francisco and in other cities of the U.S. In addition to the articles and statistical data, the paper reports on a workshop held to analyze portrayals of Chinese and Chinese Americans in children's books. Two annotated bibliographies, one of general works about Chinese Americans in the U.S., and the other of children's books which depict Chinese and Chinese American culture in a realistic manner, are included.

Chen, C-S. A study of Chinese and American children's attitudes towards schooling. The Biennial Meeting of the Society for Research in Child Development, Kansas City, Mo. (ERIC Document Reproduction Service No. ED 305 165)

This study examined the cross-cultural differences involved in Chinese and American students' attitudes towards education. Examined were students' daily experiences, wishes, aspirations, likes, and dislikes. Data were obtained through interviews with 396 Chinese and

720 American students from the 1st, 3rd, and 5th grades. Students attended 11 schools in Beijing and 20 schools in the Chicago metropolitan area. On the average, children of all grades in both cities said they liked school, math, and reading, and had high self-evaluations. Chinese children in all grades liked school in general more than their American counterparts did. American children were more positive than Chinese children about all abilities except for getting along with others. Chinese children reported being engaged in academic activities, clubs, art lessons, and chores after school more often tan American children. A total of 81% to 90% of Chinese children taught about things related to schoolwork on their way to school; in comparison, 46% to 73% of American children did so. When asked about their wishes more Chinese children mentioned education-related wishes than did American children. References, tables, and graphs are included.

Chen, C-S., Stevenson, H. W. (1989). Homework: A cross-cultural examination. Child Development, 60(3), 551-60.

Cultural differences in the amount of time spent on homework and in beliefs and attitudes about homework were investigated through interviews with elementary school students, their mothers, and their teachers in China, Japan, and the United States.

Facilitating. Facilitating social interaction between Asian and Non-Asian students: A resource booklet. Fort Lee School District, NJ. (ERIC Document Reproduction Service No. ED 311 125)

This resource guide provides teachers at all grade levels in the Fort Lee (New Jersey) School District with programs, activities, procedures, and resources to promote mutual understanding and improve inter-group relations between Asian and non-Asian students. Section I, "Outline of Classroom, All-School, and After-School Activities for Elementary, Middle, and High School Levels and the P.T.A.," suggests activities for use by elementary schools, middle and high schools, and the Parent Teacher Association. Each activity is cross-referenced to appropriate classroom projects, detailed plans, and resources listed in the other sections. Section II, "Specific Subject Matter Activities for Curriculum Infusion," outlines activities for the following subject areas and includes cross-references to detailed plans and resources listed in the other sections: (1) Social Studies; (2) Language Arts; (3) Mathematics; (4) Science; and (5) Art, Music, and Physical Education. Section III, "Materials and Detailed Plans for Suggested Activities," comprises the following resource materials: (1) Korean and Japanese holidays; (2) the Chinese calendar; (3) the Korean flag; and (4) Japanese and Korean cooking, and

planned activities for art, social studies, and music classrooms, as well as for field days, student clubs, and parent groups. Section IV, "List of Resources," comprises a directory of 24 resources on Asian culture and a seven-item bibliography of books and videos.

Goldberg, R. Recent materials on China and U.S.-China relations. An annotated bibliography. Service center paper on Asian studies, No. 8. Ohio State University, Columbus. (ERIC Document Reproduction Service No. ED 109 002)

This bibliographic essay of books, articles, and audiovisual aids on China is designed to help teachers and community educators identify new materials for use in planning classroom units and community education programs, and to present some emerging themes in America's new relationship with China around which discussions could be organized. The listings are arranged into six parts: (1) accounts by recent visitors to China, (2) general books about China and U.S.-China relations, (3) major areas of professional interest in China, (4) important issues in Sino-American relations, (5) Chinese periodicals and Chinese perspectives, and (6) resources for teachers. Most of the materials included in this annotated bibliography date from 1971-74. Each bibliographic selection includes the complete title, publisher, number of pages, price, and a short annotation. The unit on resources for teachers suggests resource and curriculum guides, periodicals and newspapers, starter kits, maps, and audiovisual materials appropriate for the secondary classroom. Exceptionally useful and highly recommended works are starred.

Hantula, J. Basic skills in Asian studies: China. Service center papers on Asian studies, No. 13. Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies. (ERIC Document Reproduction Service No. ED 200 493).

This publication contains 20 learning activities for developing basic skills while teaching about China at the secondary level. The activities, which were field tested, are self-contained and include short readings followed by student work sheets. For developing skill in reading about China, the learning activities focus upon translating Chinese into English, pronouncing Chinese in English, classifying sources of information on China, and using reference books on China. The learning activities which teach critical thinking involve students in applying Chinese mathematical skills, comparing the economy of China with other Communist nations, and judging right from wrong using American and Chinese perspectives. To develop skill in understanding the history of China, students learn to tell time in the Chinese tradition, make a time-line in Chinese history, assess the Chinese Ladder of

Success, and analyze the 1978 Constitution of China. Students develop skill in interpreting the geography of China by drawing inferences about the location of China and by analyzing satellite pictures of China. A posttest is included.

Kitano, M. K., & Chinn, P. C. (Eds.). Exceptional Asian children and youth. An ERIC exceptional child education report. Office of Educational Research and Improvement (ED), Washington, DC. (ERIC Document Reproduction Service No. ED 276 178)

Intended as a means of sharing information with educators and other professionals who work with exceptional Asian American children and families, the monograph includes six papers growing out of a symposium and addressing issues related to demographics, characteristics and needs, parents and families, assessment, and curriculum and service delivery models. In the paper "Demographic Characteristics of Exceptional Asian Students," Kenyon S. Chan and Margie K. Kitano emphasize the diverse nature of cultural groups included in the term "Asian and Pacific Americans" and address demographic characteristics of these groups. Philip C. Chinn and Maximino Plata, in "Perspectives and Educational Implications of Southeast Asian Students," provide a comprehensive discussion of the unique problems of Indo-Chinese children. In "Psychoeducational Assessment of Asian Students," Brian Leung discusses issues and makes suggestions regarding the assessment of Asian children and the use of interpreters. Sam Chan, in "Parents of Exceptional Asian Children," relates culture, child rearing practices, and parent perceptions of exceptionality to methods for working with parents and families. Margie K. Kitano, in "Gifted and Talented Asian Students," examines another aspect of exceptionality and provides suggestions for working with gifted Asian and Pacific American children. In "Curriculum Development for Limited-English-Proficient Exceptional Chinese Children," Donna M. Chan addresses the development of curriculum materials for Chinese children, based on their learning and perceptual styles.

Lai, M. K., & Others. Reading and written expression performance of ten Asian/Pacific-Islander ethnic groups on the eighth grade California assessment program. The Annual Meeting of the American Educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED 319 790.

For the first time, Asian and Pacific-Islander (API) eighth-grade students taking part in the California Assessment Program (CAP) were identified as belonging to one of the following 10 API ethnic groups: Asian-Indian,

Cambodian, Chinese, Filipino, Hmong, Japanese, Korean, Laotian, Pacific-Islander, and Vietnamese. In school districts associated with Fresno, Los Angeles, San Francisco, Sacramento, San Diego, and San Jose Unified School Districts, 7,475 students classified themselves as Asian, Pacific Islander, or Filipino. However, because only 5,821 of these students further classified themselves into one of the 10 aforementioned API subgroups, all analyses are based on the latter sample. Strong relationships were found between performance on the CAP reading and written expression subtests and the following set of variables: (1) the generation in the United States to which they belong; (2) parents' education; (3) English fluency; and (4) hours spent on homework. Even when these variables were taken into account, there remained several large differences among and within ethnic groups on their performance in the different skill areas on the test. Results indicate that California API eighth graders are extremely diverse in their reading and written expression performance, a situation clearly related to variables such as ethnic-group membership, generation in the United States, English fluency, and skill area measured. Ten data tables are included.

Lee, G. E. English reading for Asian students. The Annual Meeting of the International Reading Association, 22nd, Miami Beach, Florida. (ERIC Document Reproduction Service No. ED 138 930)

This paper discusses the importance of bilingual-bicultural programs--which provide instruction in the student's native language and culture and in the American language and culture--in helping Asian-American students to succeed in the dominant culture. Teachers in such programs need to be sensitive to students' home environment, educational background, cultural values and priorities, and linguistic development. The paper discusses factors in the home environment which may affect students' ability to speak and read English; provides a brief description of values, cognitive styles, and learning modalities which are common to many Asian groups; and outlines some linguistic variables in the Chinese, Japanese, Korean, and Vietnamese languages. Final sections of the paper deal with difficulties which English phonology poses for Asian students, effective ways of helping Asian students to reconstruct English syntax, and the importance of assisting Asian students in interpreting what they read in the light of American culture.

Mizokawa, D. T., & Ryckman, D. B. Attributions of academic success and failure to effort or ability: A comparison of six Asian American ethnic groups. The American Educational Research Association Annual Meeting, New Orleans, LA. (ERIC Document Reproduction Service No. ED 293 966)

In some research involving Asian Americans generalizability is questionable because the group under study is composed of persons from many cultural traditions. This study looked at 2,511 4th to 11th grade American students of Asian descent all of whom were members of one of the following Asian groups: (1) Chinese; (2) Filipino; (3) Japanese; (4) Korean; (5) Vietnamese; and (6) other Southeast Asians. The Survey of Achievement Responsibility was used to assess the students' attributional choices for items concerned with academic success or failure. The choices were the following: (1) ability; (2) effort; (3) luck; and (4) ease/difficulty of task. Ethnicity and economic status differences were compared for each attribute. The Asian Americans as an aggregated group attributed academic successes and failures primarily to effort not ability, but different ethnic groups showed differing patterns of attribution. When ethnicity was paired with economic status, the combined frequency showed more attribution of success to ability in the higher economic group. The variability among Asian American groups is clear but more study is needed on variables including or in addition to culture, such as country of origin, reasons for emigrating, and generational factors in order to explain the differences. Figures and a list of references are included.

Moore, S. D., & Stanley, J. C. Family backgrounds of young Asian Americans who reason extremely well mathematically. Johns Hopking University, Baltimore, MD. (ERIC Document Reproduction Service No. ED 282 367)

From a group of 292 youth (269 male, 23 female) who scored 700-800 on the mathematical portion of the College Board's Scholastic Aptitude Test (SAT-M) before age 13, the subscale of 68 students who were of Asian descent (55 males, 13 females) were asked to complete a questionnaire concerning their parents' and grandparents' educational and immigration histories. Interest in these students' backgrounds stemmed from the huge discrepancy between the percentage of Asian students in this sample (22%) and the percentage of Asian Americans in the general United States population in 1980 (1.5%). Fifty-six of the Asian-background students were of Chinese, Taiwanese, and Korean descent. Most were found to be first-generation Americans and to come from well-educated families. The phenomenal mathematical precocity of these Asian-Americans, especially females, provides a superb example of ability, ambition, and willingness to work hard that is helping set higher levels and a faster pace of educational attainment in the United States. It is predicted that they will be educational and vocational pacesetters for at least a generation or two.

Powers, J. B. (1989). Finding voice, becoming visible: Placing California's Asian American women in the curriculum. Social Studies Review, 29(1), 31-39.

Suggests reasons for the lack of material on Asian-American women in textbooks. Presents a study guide to accompany the film "Sewing Woman," a fictionalized documentary based on a series of Chinese American oral histories and the life of a Chinese garment worker.

Stevenson, H. W. (1987). The Asian advantage: The case of mathematics. American Educator: The Professional Journal of the American Federation of Teachers, 11(2), 26-31, 47.

Reports the findings of a comparative study of elementary students in the United States, Japan, Taiwan and mainland China. Contrasts student attitude and behavior, intelligence, and achievement levels, and teacher and parent attitudes. Focuses on the factors behind the relative slowness of American children to acquire mathematics skills.

Tsang, S-L. Mathematics learning styles of Chinese immigrant students. Final research report. National Inst. of Education (ED), Washington, DC. (ERIC Document Reproduction Service No. ED 237 340)

Major revision in the U.S. mathematics curriculum since the 1960s have led to significant differences between the mathematics curriculum of the United States and those of many other countries. This study explored how eight Chinese immigrant students, with different cultural backgrounds, mathematics knowledge, and learning styles, learned in an Algebra I course. Three research questions were addressed: (1) How did students learn from the teachers and textbook? (2) What were the students understandings of the algebraic concepts introduced in the class? (3) How did the mathematics they acquired in their home country affect their learning of the U.S. mathematics curriculum? A multiple-case study method was employed which permitted an examination of results across a number of cases (individual students) and generalization of findings. Data were collected by classroom observations, teacher/student interviews, testing, clinical studies of students' heuristic processes in problem-solving, and by other methods. Results are reported and discussed under the following categories: teachers (indicating how teachers can affact curriculum), text, student characteristics, the word association test, the sorting test, understanding versus rules, effect of pre-U.S. mathematics learning, problem-solving characteristics, and graph comprehension. Recommendations related to teacher education, mathematics texts, problem solving, and teaching immigrant students are included.

Wang, L. Y. L. Modern Chinese for the elementary school, first year. Ascension Academy, Alexandria, VA. (ERIC Document Reproduction Service No. ED 016 982)

This beginning Chinese text is the outgrowth of the author's experience in teaching Chinese to elementary school children who have not had a Chinese linguistic or cultural background. The format and illustrations are specially designed to be attractive to children. Based on the audio-lingual approach, this volume presents a progressively graded introduction to the sounds, structure, and vocabulary of Mandarin Chinese as it is spoken in Taiwan and Mainland China. The Chinese is written in Yale Romanization because this system was felt to correspond closely to the English phonic rules used in American elementary schools. (Chinese characters are introduced in the second volume.) Each of the 20 lessons begins with a dialog, followed by pronunciation and tone practice, vocabulary, pattern practice, and question-answer practice. Four review lessons and indexed English-Chinese and Chinese-English vocabularies complete the volume. Tapes to accompany the lessons are in preparation. Single copies of of this 276-page text are available for $2.40 from ascension academy, 4401 West Braddock Road, Alexandria, Virginia 22304. The accompanying teacher's manual is also available at no charge.

Wang, T-Y. (1975). Discussing expository teaching for primary school students in the lower grades. Chinese Education, 8(1), 60-66.

The use of expository teaching methods in primary grades is examined. Focus upon in-depth analysis of cognitive development, comparative education, educational development, educational innovation, elementary education, questioning techniques, and teaching methods.

Wong, B. S. J. The magic of Chinese music. San Francisco Unified School District, Calif. (ERIC Document Reproduction Service, No. ED 123 156)

Although this booklet is intended for use in the classroom, the author cautions the reader that it is an adventure into Chinese music rather than a teaching or history experience. By learning how to play the music, students "travel" through China, giving them a better understanding of this country. The author describes the invention of ancient Chinese instruments, the construction of several of the instruments used in ancient times, the sounds used in Chinese music, and tells also of the multiple uses to which many of these instruments can be put. Included are descriptions of the Chinese people who developed and who now listen to the music, the sounds of nature from which

the music is taken, the score for drum, gong, cymbals, and a Chinese orchestra from a piece called "Chinese New Year", and a general look at the different kinds of Chinese music that exist today (traditional, contemporary, and experimental). The four chapters are entitled: "Believe and You Shall Recelve Magic"; "Through a Chinese Looking Glass"; "Play Time--How to Play"; and "Chinese Music Lives." A bibliography and a listing of availoble records and tapes are included.

Wong, O. K. Language assessment of Asian students: Problems and implications. (ERIC Document Reproduction Service No. ED 253 563)

The problems and implications of language assessment of Asian students are examined. The theories of Jean Piaget and Jerome Bruner concerning the relationship between language and cognition are explored. Cognitive operations are assumed by many educators to be related to academic achievement. Culturally, Asians favor the Piagetian interpretation of language and cognition. There are primary differences between language evaluation in Asian countries and the United States. In Asian countries, a student´s language proficiency is measured in formal written examinations assessing discrete competence of grammar, composition, literature, dictation, and calligraphy. Specific primary language characteristics may interfere with a student´s performance on English language assessment tests. These include the phonology, semantics, and syntax of Asian language. The academic potential of many Asian students may not be properly assessed because language competence (ability to understand) is often greater than language performance (ability to utilize). Despite some initial language difficulties and low academic placement, many Asian students manage to strive for high educational goals resulting in considerable academic accomplishments.

Yao, E. L., & Kierstead, F. D. (1984). Can Asian educational systems be models for American education? An appraisal. NASSP Bulletin, 68(476), 82-89.

Reviews current Asian educational systems, pointing out that comparison with the United States system is not possible. The educational systems reflect the societies´ needs, which differ from culture to culture.

Yao, E. L. Family environment for children´s bilingual development -- A case of middle-class Chinese Americans. (ERIC Document Reproduction Service No. ED 269 515)

This paper reports on a study of the effect of the family environment on a child´s bilingual development, specifically the middle-class Chinese American. The sample

consisted of 86 parents attending a show celebrating the Chinese New Year in Houston, Texas. They were asked to fill out a questionnaire consisting of 24 items dealing with parent's and children's demographic data, children's early language experience, parent's expectations, and the degree of bilingualism in the home. It was found that the majority of the parents spoke Chinese with their children in the home; more than half taught their children the English alphabet prior to kindergarten; and a majority claimed that their children had no learning or social problems in kindergarten. Furthermore, three-quarters of the parents said that their children's reading ability in school was good. It is concluded that the role of the family environment in children's bilingualism cannot be completely separated from external language influences such at TV, reading materials, and social contacts. Unless these factors can be completely controlled or excluded, the role of the family cannot be determined. Imitation and reinforcement are found to play an important part in English acquisition even though 87% of the sample's first language was Chinese. It is possible, however, that parental education and economic conditions provide a favorable environment for the children's English acquisition.

Young, J. (1976). Essential considerations in compiling Asian bilingual curriculum development materials. Journal of the Chinese Language Teachers Association, 11(1), 11-25.

This article outlines approaches, methods, and techniques in materials development for bilingual education in English and various Asian languages.

Part III : College Education

Aaronson, D., & Ferres, S. Sentence processing in Chinese-American bilinguals. Journal of Memory and Language, 25(2), 136-62.

Compares the processing of English words by Chinese-English bilinguals with that of monolingual English speakers. Subjects read and rated English words for their contribution to sentence structure and meaning. It was found that bilinguals generally rated English words as contributing more to sentence structure and meaning than did monolinguals.

Chang, S. H-C. L. Taiwan's brain drain: A case study. The Pennsylvania State University. (ERIC Document Reproduction Service No. ED 293 419)

Over 80% of the Taiwanese students who complete their graduate study in the United States do not return but instead stay to become members of American college faculties or to take jobs in research organizations and industries. The concept of the Taiwanese brain drain is described and how it developed and what the government has done to cope with it examined. After a review of the literature, Taiwan's educational system is reviewed, including information on education and migration. Separate chapters then cover the migration of intellectuals and the "pull" and "push" factors of Taiwan's brain drain into the United States. Governmental coping efforts are reviewed. Despite the considerable brain drain, the economic development of Taiwan over the past two decades has been remarkable, and the reasons for this are discussed. Taiwan is changing from a labor-intensive economy to one based on high technology, and from a newly industrialized country to a developed country. It is concluded that Taiwan needs its high quality personnel and intellectual resources even more, so its further prosperity depends on reversal of the brain drain and recruiting of highly trained talents abroad. Thirty-seven references are appended.

Chen, Z., & Henning, G. (1985). Linguistic and cultural bias in language proficiency tests. Language testing, 2(2), 155-63.

A study was done to identify the cultural or linguistic bias present in an English as a second language placement examination at the university level. Test items exhibiting bias in their respective skill domains were identified by comparing 34 native Spanish speakers and 77 native Chinese speakers.

Collison, M. N-K. (1988). Fascination with business and the orient fuels enrollment in Asian language. Chronicle of Higher Education, 34(23) 35.

Interest in the Far East has fueled dramatic increases in the past three years in the number of students taking classes in Japanese and Chinese. Many are studying these languages in conjunction with courses on business or economics in the hope that proficiency in the language will lead to lucrative jobs in international business.

Eddy, P. A., & Others. Chinese language study in American higher education: State of the art. Final Report. Center for Applied Linguistics, Arlington, Va. (ERIC Document Reproduction Service No. ED 185 869)

This study was undertaken to provide recent and comprehensive information on the state of Chinese studies in the United States. An extensive questionnaire was completed by

111 American institutions of higher education offering Chinese instruction. Overall enrollments and enrollment enumerated. Characteristics of teachers of Chinese and described. A catalogue of information on instructional materials emphasizes the assessment of instructional needs in first through fourth-year courses. Aspects of Chinese language instruction in the United States, which is represented by a wide variety of programs, are discussed. Characteristics of students of Chinese are examined, Funding of Chinese language instruction and potential programs. A shorter questionaire was completed by institutions offering only self-study programs. Responses from institutions that had recently dropped Chinese instruction from their curriculum are also analyzed.

Eddy, P. A., & Others. Chinese language study in American higher education: State of the art. Language in education: Theory and practice. No. 30. National Institute of Education, Washington, D. C. (ERIC Document Reproduction Service No. ED 195 166)

A study was undertaken in order to provide current data and comprehensive information about Chinese language instruction in United States higher education. This report is based on the responses to a survey in 1979. In addition to the discussion of the survey response, and examination of changes that have taken place since a previous report in 1969, is provided. The discussion of the survey report deals with the following data: (1) an overview of the survey procedures; (2) enrollments and enrollment trends, including "language-learning" and "language-using" courses, about Chinese offered in English, summer courses and extension courses; (3) teachers of Chinese-- their responsibilities, pedagogical and linguistic training, openings for instructional personnel, and opinions on language-teaching changes; (4) a catalogue and assessment of instructional materials that are most used and/or needed; (5) aspects of Chinese language instructional programs in American higher education; (6) students' language competence and reasons for studying Chinese; (7) funding of Chinese language instruction of United States campuses; and (8) a summary of the findings of the survey and the recommendations that follow from it.

Ehrlich, L., & Ma, N. (1990). East Asian cinema (College course file). Journal of Film and Video, 42 (2), 53-70.

Provides guidelines for instructors who teach entire courses on (or who include) films from Japan and China. Considers issues of concern in contemporary Asian cinema such as conflicts between tradition and modernity, indigenous definitions of cultural identity and artistic

form, and internationalization.

Engel, J. W., & Dickson, C. A. Chinese and Japanese American student attitudes toward male/female roles. Psychological Association, 65th, SanJose, CA. (ERIC Document Reproduction Service No. ED 257 004)

White American attitudes appear to be changing in the direction of increased acceptance of women's employment and men's involvement in parenting and homemaking, research on sex role attitudes has focused primarily on middle class Caucasian subjects, thereby neglecting the minority groups that make up American society. Chinese (N=69) and Japanese (N=244) American college students completed questionnaires measuring sex role beliefs and attitudes toward women's employment. While the results comparing the sex role beliefs revealed no significant differences for women, Chinese- and Japaneses-American men were found to differ significantly on four of nine items. The results comparing attitudes toward women's employment revealed that Chinese- and Japanese-American women differed significantly on three of nine items, while Chinese- and Japanese-American men differed significantly on six of nine items. Chinese-American men were found to be more traditional or conservative than Japanese-American men in nine out of ten cases where significant differences were found, while Japanese-American women were more traditional than Chinese-American women in two out of three cases where significant differences were found. (Tables listing the variables studied, with results, are appended.

Hsia, J. Fine tuning the future agenda for equity research in higher education: Asian Americans and cross-cultural perspectives. Annual Meeting of the American Educational Research Association 69th, Chicago, IL. (ERIC Document Reproduction Service No. ED 261 628)

College attendance patterns, areas of study, and abilities of Asian Americans are considered. Asian Americans pursue higher education at somewhat higher rates than average, and the rate is increasing. They concentrate in business, the physical sciences, and engineering in greater than expected numbers in comparison with the general student population. Asian Americans are present in larger than expected numbers in selective institutions such as Harvard, Johns Hopkins, and the University of California, Berkeley, but also concentrate in large numbers in urban community colleges. Abilities important to success in college, primarily verbal and mathematical reasoning abilities, have consistently been shown to be distinctive in patterns among Asian Americans at virtually every level of education; while Asian Americans' average quantitative scores are higher than

those of whites, their verbal abilities are much lower than whites. The problem of relatively low verbal abilities have been particularly marked among economically disadvantaged Asian Americans. Also considered are factors that influence medical and law school admissions decisions for this population, and length of U.S. residence and science career plans among college-bound Asian Americans.

Kiang, P. N., & NG, M. C. (1989). Through strength and struggle: Boston's Asian American student/community/labor solidarity. Amerasia Journal, 15(1), 285-93.

Linkage between students, the Chinatown community in Boston (Massachusetts), and labor solidarity are examined. The focus is on students as supporters of Chinese immigrant workers displaced by the closing of a large garment factory. Aided by the students and the Chinese Progressive Association, the workers organized themselves and won their demands for retraining.

Leong, F. T. L., & Others. (1990). Cross-Cultural variations in stress and adjustment among Asian and Caucasian graduate students. Journal of Multicultural Counseling and Development, 18(1), 19-28.

Examined cross-cultural variations in stress among Asian and Caucasian graduate students (N=204). Analyzed surveys measuring life stress, physical health complaints, and psychological health. Findings indicated some cross-cultural variations in stress and adjustment among graduate students, with Asian graduate students experiencing fewer stressful life events and reporting fewer stressful life events and reporting fewer chronic health problems than did Caucasian graduate students.

Li, H-R. Relationship of type of motivation and perceived success of international students. The Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. 309 718)

Information is presented on a study determining the degree to which international graduate students studying in the United States reported different systems of motivation. The relationships between the postulated systems of motivation and self-perceptions of adequacy of language in academic study and in the broader life of the cultures were explored. The subjects were 84 graduate students whose native language is not English and who have studied at the State University of New York at Albany for at least a year. Students came from 27 different countries including China, India, Germany, Taiwan, Japan, Indonesia, Spain, South Korea, and Cyprus. Students were mailed a questionnaire, and based on responses, three motivation

groups were formed (intrinsic, balanced, and instrumental). Results indicate that the intrinsic group generally ranked themselves higher in the non-academic than in the academic area, while the instrumental group rated their skills in the non-academic area lower than the students in both the balanced and instrumental group. In regard to travel, most students in the intrinsic group considered increasing their knowledge of American culture, history, and geography as a very important purpose. In the instrumental group, only 18 out of 44 rated the purpose as very important. In contrast, 13 students in the instrumental group thought keeping ties with people from the home country and adding knowledge to their curriculum and learning course was very important. Five tables are included. Contains 8 references.

Matsui, M. Comparative study of female overseas students from Japan and the People's Republic of China at an American university. (Report No. R-143). Comparative Education/ Dept. of Educational Studies State University of New York at Buffalo. (ERIC Document Reproduction Service No. ED 322 071)

Women constitute one-third of the foreign students population in the United States. research has shown that women's perceptions of gender roles change considerably through their experience in higher education. This study asks how women coming from one form of patriarchy to another perceive the impact of change on their roles as women. A review of the research literature revealed it was usually male-biased and findings were not specified by gender. This study, conducted at the State University of New York at Buffalo, looks at students in terms of the country of origin; field of study; degree of contact with U. S. feminism; marital status; and living arrangements in the United States. The students were randomly selected, and semi-structured open ended questions were administered to 8 female graduate students from each of tow countries: the People's Republic of China and Japan. The women from China saw themselves as being treated as Chinese Universities primarily as gender-less intellectuals while the Japanese said they were forced to behave in a "feminine" way in Japanese society because of social pressures. Marital status and living arrangements proved significant, as single women enjoyed greater mobility and freedom. Exposure to U. S. feminism through friendships and course work related to Women's Studies were the most significant factors in changing attitudes and perceptions of sex roles. A 36-item bibliography is included.

Mau, W-C., & Jepsen, D. A. Help-Seeking perceptions and behavior: A comparison of Chinese and American graduate students. Journal of Multicultural Counseling and

Development, 18 (2), 94-104

Compared attitudes of Chinese and American graduate students toward counselors/counseling process. findings from 148 American and 102 Chinese students suggest that American students tended to perceive problems as more serious than did Chinese students. It appeared that Chinese students did not differ from American students in most often encountered.

Mordkowitz, E. R., & Ginsburg, H. P. The academic socialization of successful Asian-American college students. (Report No. R-143). The Annual Meeting of the American Educational Research Association, 67th, San Francisco, CA. (ERIC Document Reproduction Service No. ED 273 219)

The family backgrounds of successful Asian students were examined to generate testable hypotheses about the socialization of exemplary school achievement of these students. Structured interviews were conducted with 15 Asian students, all of whom would be considered in the top 5% of achievement nationally. These were Harvard University undergraduates, high school summer students at Harvard, or siblings of Harvard students. The sample contained roughly equal numbers of Chinese, Japanese, and Korean youth. All were immigrants' children, some born in the United States an others not. With two exceptions, the parents' schooling level in Asia and their occupational level in the United States were both relatively high; a number of parents came to the United States on scholarships. The more uniform factor in the home environment was a positive feedback loop between strong family feelings and parent emphasis on education. A constellation of factors labeled "academic socialization" were identified that includes authoritative families, high expectancies, time utilization, priority allocation of tutorial or other resources for acceleration or remediation, and reinforcement of beliefs and behaviors conducive to instruction.

Okutsu, J. K. Asian American students: A look at San Francisco State. (ERIC Document Reproduction Service No. 283 432)

the attitudes of American Asian students at San Francisco State University toward their education were studied. Responses were obtained from 585 students who were enrolled in Asian American Studies classes in spring 1986. Sixty percent of the sample were of Chinese ancestry, 20% were Filipino, and 20% were other Asian (including Japanese, Korean, Southeast Asian, and Pacific Islanders). Findings include: 65% considered the quality of instruction at the university as either excellent or

good; about 60% were pleased with the variety of courses and the content; 70% felt their Asian American studies classes were excellent or good; 58% rated the general education program as fair, poor, or very poor; 64% felt advising services were either fair, poor, or very poor: students were critical of career guidance and of the availability of financial aid; and 61% viewed the social, cultural, and recreational activities and facilities at the university as fair, poor, or very poor. Information was also obtained about the family background of the students. Comparisons of the responses of American-born Asian American students, immigrants, and immigrants of less than 9 years were made.

Paschal, B. J., & You-Yuh, K. (1973). Anxiety and self-concept among American and Chinese college students. College Student Journal, 7; 4; 7-13.

In this study, 60 pairs of students were randomly selected and individually matched on age, sex, grade equivalence, and birth order. The seven null hypotheses dealt with culture, sex, birth order, and their interactions. The main self-rating scales employed were the IPAT Anxiety Scale and the Tennessee Self Concept Scale.

Peng, S. S. Enrollment pattern of Asian American students in postsecondary education. Annual Meeting of the American Educational Research Association (69th, Chicago, IL., March 31-April 4, 1985). (ERIC Document Reproduction Service No. ED 261 625)

College attendance patterns for Asian Americans and their academic persistence, choice of study, and sources of financial aid were assessed, based on results of the high school and beyond study, a longitudinal study of high school sophomores and seniors in 1980. Findings for the sample of 439 sophomores and 391 seniors include: 86 percent of Asian Americans entered some kind of postsecondary program by February 1982 (51 percent to four-year colleges, 37 percent to two-year colleges, and 4 percent to vocational or technical schools); compared with other racial/ethnic groups, Asian Americans had a higher entry rate, particularly at the four-year college level; and 12 percent of Asian Americans who entered a four-year college by June 1981 transferred to another college and 2 percent completed their program or withdrew. At both the two-and four-year college levels, Asian American students were more likely to stay in the same college than other racial/ethnic groups. Popular fields of study for Asian Americans were engineering (15 percent), business management (20 percent), computer science (7 percent), and life sciences (8 percent). While many Asian American students could have qualified for financial aid, they were less likely than other students to receive any type of

aid.

Sue, D. W., & Frank, A. C. (1973). A typological approach to the psychological study of Chinese and Japanese American college males. Journal of Social Issues, 29(2), 129-148.

A typology formed from scores on the School and College Ability Test, Strong Vocational Interest Blank, and the Omnibus Personality Inventory was applied to 104 Chinese and 50 Japanese American makes to identify certain homogeneous subgroups and their resultant psychological characteristics.

Sue, S., & Abe, J. Predictors of academic achievement among Asian American and White students. (Report No. 88-11). College Entrance Examination Board, New York, N.Y. (ERIC Document Reproduction Service No. ED 303 555)

This study examined the following predictors of academic success for 4,113 Asian American students and 1,000 White students who enrolled as freshmen on any of the eight University of California campuses during fall 1984: (1) high school grade point average (GPA); (2) Scholastic Aptitude Test (SAT)--verbal score; (3) SAT--mathematical score; (4) English Composition TEst score; and (5) Level I or Level II Mathematics Test score. These predictors were measured against the following variables: (1) ethnicity; (2) major; (3) language spoken; and (4) gender. Among the findings were the following: (1) high school GPA and SAT or Achievement Test scores can, to a moderate degree, predict university freshman grades of Asian American and White students; (2) for both Asian Americans and whites, the best single predictor is the high school GPA; (3) for Asian American students, but not for White students, mathematics scores are a better predictor than are verbal scores--this ethnic difference persisted regardless of academic major or English proficiency; (4) no major sex differences were found; (5) the various Asian American groups showed some differences in the regression equations; and (6) the White regression equation underpredicted the performance of Chinese, other Asians, and Asian Americans who said that English was not their best language, and overpredicted those of Filipinos, Japanese, and Asian Americans for whom English was the best language. Data are presented on 13 tables. A 37-item list of references is included.

Wang, F. F. (1970). A new approach to literary Chinese. Journal of the Chinese Language Teachers Association, 5(2), 67-73.

Discusses the difficulties and advantages of using spoken Chinese in explaining such points as vocabu-

lary or usage to the student of literary Chinese.

Yao, E. L. (1983). Chinese students in American universities. Texas Tech Journal of Education, 10(1), 35-42.

Information is provided about the needs of Chinese students from Taiwan, Hong Kong, and other parts of Asia who pursue higher education in the United States. These students must adjust to a different life style and value system, as well as to a new language and new learning methods.

Part IV : General Information On Chinese Students

Barringer, H. R., & Others. (1990). Education, occupational prestige, and income of Asian Americans. Sociology of education, 63(1), 27-43.

Examines data from the 1980 census on the occupations, education, and personal income of Asian Americans. STates that most Asian Americans are better educated than Whites, Blacks, and Hispanics. concludes that the occupational prestige scores of Asian Americans positively correlate with their high levels of education, but income does not.

Chang, A. (1971). A Chinese and Japanese bibliography. RQ, 10(4), 299-308.

The 168 titles selected in this bibliography are about the conditions of Orientals in the United States today and yesterday, the cultural and historical background which dominates their way of thinking and living, and their American acculturation.

Dunn, L. P. Asian Americans: A study guide and sourcebook. (ERIC Document Reproduction Service No. ED 118 658)

One in a series of four, this volume deals with the themes of identity, conflict, and integration/ nationalism with a focus on Chinese and Japanese immigrants and their descendants in mainland America. Hawaiian Americans are treated incidentally. Each volume in the series can serve in itself as a text or guide for the student or teacher of a particular minority and is organized in the same manner allowing for comparisons or contrasts among the four minorities treated in the series. Within each given section, the study outline provided is basically historical and chronological in development, with the proposed aim being provide a many dimensional,

cross disciplinary study experience with a heavy emphasis on humanistic concerns. The notes and sources column provides references to sources which bear on and notes which deal with and expand on the parallel study outline. The present volume documents white racism and some of the problems and struggles Oriental Americans have faced in the U.S. It also treats the personal contributions of individuals and the benefits accrued by American culture resulting from this minority group's influence. Intended to serve as a beginning reference text for students and teachers, this volume is not considered and exhaustive study nor does it a bibliography purport to contain a complete list of the many publications relevant to Asian American studies.

English as a second language. English as a second language for the Asian language and cultures. Los Angeles City Schools, Calif.(ERIC Document Reproduction Service No. ED 152 868)

This guide is designed to classroom teachers who work with non English dominant Asian students from China, Japan, Korea, the Philippines, and Vietnam. Historic information, English as a second language contrasts, and cultural information are included. The three basic components of the guide are the phonological, the syntactical, and the cultural. A study which describes and compares the sounds of English, Cantonese, Mandarin, Korean, Japanese, Tagalog, Vietnamese, and Spanish was conducted in order to show the differences between English and the non English language. The results of the study suggest that similarities and differences between the sounds of the student's native language and English can present a variety of problems to the learner. In addition to technical difficulties with language, cultural problems of the Asian in the classroom are described. These include problems with the student-teacher relationship, classroom activities, etiquette, eating, superstition. A bibliography, arranged by country, is included.

Hirschman, C., & Wong, M. G. Immigration, education and Asian-Americans: A cohort analysis. National Inst. of Child Health and Human Development (NIH), Bethesda, MD. (ERIC Document Reproduction Service No. ED 236 091)

Asian-Americans are educational overachievers, and have been for many decades. There are various explanations for the high educational achievement of Asian-Americans. The most frequently cited theory is that their native culture places a premium on ambition, persistence, and deferred gratification. Other theories attribute this success to different factors such as the Asian groups' tradition of cultural borrowing, their respect for authority, and their emphasis on the

collective good. An analysis of the 1960 and 1970 U.S. censuses suggests a positive correlation between American immigration restrictions and the educational attainment of three groups of Asian immigrants--the Japanese, Chinese, and Filipinos. This can probably be attributed to the fact that as restrictions tightened, Asian immigrants had to meet high occupational criteria, which presupposed higher education. Settled in the United States, these groups found that, despite discriminations, education paid off in terms of occupational and social mobility, and this reinforced their pre-existing values. While all three groups have shown significant educational improvement across successive birth cohorts, the patterns of their success have differed.

Hurtgen, A., & Others. In the Asian language maze. (ERIC Document Reproduction Service No. ED 321 520)

This document discusses the various problems students and teachers face in Asian language education programs at both the elementary secondary and university levels. Asian languages are much more difficult to learn than more commonly-taught languages like French or Spanish, and the available curriculum and testing materials are inadequate. There also appears to be an overall lack of coordination and contact between elementary secondary schools and university Asian language educators, leading to the repetition of work done at lower levels in the university and high attrition rates. Finally, there is no resounding consensus on teaching and testing methods for many Asian languages. Despite these problems, the importance of Asian countries and the new emphasis on foreign language education make it probable that both Asian language programs and enrollment in these programs will continue to grow.

Kan, S. H., & Liu, W. T. The educational status of Asian Americans: An update from the 1980 census. The Annual Conference of the National Association of Pacific/Asian American Education, 6th, New Orleans, LA. (ERIC Document Reproduction Service No. ED 245 017)

Using 1980 census data, a general profile of the educational attainment of six Asian American groups is given here. Data are compared with similar information on Whites, Blacks, and Hispanics, and racial/ethnic differences in the proportion of families with Asian American groups considered are Chinese, Vietnamese, Japanese, Filipinos, Koreans, and Indians. For 1980, all these except the Vietnamese exceeded Whites, Blacks and Hispanics in the proportion of the population with a college education; the Vietnamese compared favorably with Blacks and Hispanics. Yet several Asian groups still had substantial proportions with no education or with minimum

education (of all, Hispanics had the highest proportion in this category). Asian Americans had the greatest increase in overall educational level during the 1970's, a significant part of this increase being attributable to selective immigration. A much higher proportion of Asian Americans had occupation-education mismatches. And finally, perhaps the most signification finding was that, except for the Japanese, Asian Americans had higher proportions of families with school-age children in the poverty class as compared to Whites. Overall, the superior school achievement of Asian Americans is not associated with their economic milieus.

Karkhanis, S., & Tsai, B. L. (Eds.). Educational excellence of Asian Americans: Myth or Reality? Asian/Pacific American Librarians Association, Brooklyn, NY. (ERIC Document Reproduction Service No. ED 325 545)

This collection of three conference papers explores the myth of the educational excellence of Asian Americans. "The National Perspective" (L. Wright) contends that the educational success of Asian Americans is not a myth and that lessons drawn from the example of the academic achievement of Asian Americans can be applied to American educational across the board. The following themes are common among the Asian American community: (1) love of learning; (2) love of the United States; (3) gratitude for the freedom and opportunities that this country offers; and (4) deep determination to succeed. "A Perspective of an Asian/American Educator" (T. Barrozo) argues that the educational excellence of Asian Americans is both a myth and a reality. The suggests, however, that even a favorable stereotype is a poor substitute for an appreciation of the rich cultural diversity exists among Asian nations and cultures. Furthermore, the "model minority" stereotype has discouraged the full participation of Asian Americans in areas other than mathematics and science. "A Perspective of and Asian/American Academician" (C. Izawa) reviews the relationship of academic achievement to genetic factors, cultural heritage and historical background. Findings indicate that any person of any color or of any national origin with normal intelligence who works extraordinarily hard and strives for excellence will achieve a high level of success in education. Statistical data are presented in three tables. Biographies of the authors are included. A 38-item annotate bibliography is appended.

Kitao, S. K. Comprehension of indirect requests in English by East Asian non-native speakers. (ERIC Document Reproductions Service No. ED 285 382)

A study of the relationship of request comprehension with contest and experience with the language is reported.

Sixty-two East Asian non-native English-speaking students from China, Japan, South Korea, and Taiwan were presented with seemingly spontaneous indirect requests during a taped interview. Their ability to respond appropriately to the requests was compared with their exposure to English and their listening comprehension as displayed in their responses to questions. Results indicate that the ability and length of stay in English-speaking countries, but not with exposure to English. Further research could focus on other speech act types and also on methodology in teaching English as a second language. It should attempt to answer questions dealing with how students of English might be taught use and understanding functions in English.

Leung, E. K. T. Commonalities and diversities among Asian Americans for considerations in special education and related services. Council for exceptional children ethnic and multicultural concerns symposia, Dallas, TX. (ERIC Document Reproductions Service No. ED 291 181)

The paper examines diversities and commonalities among Asian Americans and draws implications relative to special education service fro Asian minorities. The first group with subsections on origin, sociocultural background degree and type of acculturation, and current status. Commonalities, especially among those of East and Southeast Asian origin, are discussed next. Noted is the important influence of similar socioeconomic status across subsections on: Experimental background and minority status; world views based on Confucianism, Taoism, and custom; family and ethics; education, morals, and society; (such as caution, conservativeness, reticence, endurance, accommodation, hard work, and loyalty). Among implications for special education are the need for careful identification procedures, the need to be sensitive to parents need to "save face" in the identification and evaluation process, culturally relevant programming especially in such areas as building self-concept and social skills, and parent-professional collaboration.

Low, V. (1982). The unimpressible race: A century of educational struggle by the Chinese in San Francisco. San Francisco: East/West Publishing Co., Inc., 1982.

Written originally as a doctoral dissertation at the University of San Francisco in 1981, the work examines educational discrimination in the San Francisco public school system from 1859 to 1959.

Mace Matluck, B. J., & Others. Language and literacy learning in bilingual instruction: Preliminary report. Descriptive studies--Asian, Spanish, Navajo. Southwest Educational Development Lab., Austin, TX. (ERIC Document Reproduction Service No. ED 245 571)

One segment of a three-year study to examine the relationship between first- and second-language acquisition in light of instructional practices is presented. The study's major focus is the development of literacy skills, including school-related language forms as well as reading and writing, and in this segment, the services delivered to language minority students at three sites are described. The sites were bilingual programs serving populations speaking Spanish, Cantonese, and Navajo. The study examines and describes these elements: (1) the general characteristics of the region and population served by the school district; (2) the characteristics of the services provide by the districts to students of limited or no English speaking ability; (3) changes that have occurred in types of services delivered by the district to language minority students, and the influences of those changes; and (4) the level of academic achievement obtained by students who have participated in the programs, as measured by standardized achievement tests. In addition, the procedures used in the conduct of research, services delivered at each site, and the individual sites are described, and an interpretive summary of the findings across sites is presented.

Mordkowitz, E. R., & Ginsburg, H. P. Early academic socialization of successful Asian-American college students. Spencer Foundation, Chicago, Ill. (ERIC Document Reproduction Service No. ED 280 927)

This study of the home background of successful Asian-Americans found that specific aspects of home socialization cam exert a positive effect on school adjustment and achievement. The study consisted of 90-minute structured interviews conducted with 15 Asian-American students (Harvard undergraduates or secondary school summer students- roughly equal numbers of Chinese, Japanese, and Korean youth). Their families were found to motivate achievement by: (1) shaping very positive attitudes to learning; (2) underscoring the importance of the child's education by the parents' willingness to further that education by working harder to provide tutoring, moving into better school districts, etc.; (3) indicating high achievement expectations for the child and encouraging perseverance; (4) strictly controlling home-exposure to the basic school curriculum prior to and outside of school; (6) encouraging children to deal with

conflicts in a non-confrontational manner that encouraged self-control and increased concentration on academic work; and (7) excusing the child from daily household chores and economic contributions to the family unless doing so was essential. A de-emphasis on verbal activity was also found. The findings lend support to two theoretical trends in explanations of school achievement: the helplessness hypothesis and the home influence hypothesis. A list of references is included.

Park, W., & Others. Critical issues in the use and teaching of the native language to Asian limited English proficient students. (ERIC Document Reproduction Service No. ED 263 784)

A discussion of the use of native languages in the instruction of limited English proficient Asian students addresses three questions: (1) whether the students' native language should be used as a means of instruction; (2) whether there is a transfer of skills from the native language to the second language; and (3) how the language and culture of the language minority children can effectively assist in the learning of English language skills. The discussion draws on information gathered from a survey of teachers of Asian language minority children, observations presented by teaching personnel representing bilingual, English as a second language, and immersion programs serving these populations throughout Illinois, and a dialogue between practitioners and theorists. It is concluded that teaching in the native language is highly recognized and most recommended for concept development and that the transfer of cognitive and academic proficiency is easier than the transfer of basic communicative skills from the native language to English. It is noted that the native language, vocabulary, phonology, grammar, writing system, syntax, learning styles, and cultural implications are similar in most Asian languages, and that these areas do facilitate progress from the native language to English.

Tinloy, M., & Others. Assessment of Chinese speaking limited English proficient students with special needs. California State Dept. of Education, Sacramento. Div. of Special Education. (ERIC Document Reproduction Service No. ED 300 982)

This training manual is designed to improve understanding of Chinese American children, their families, and the issues surrounding the assessment process, to assist educators in creating a more appropriate assessment and learning environment for the limited English speaking Chinese American child. Three training modules are included; each module contains an introduction, objectives and outcomes, and the training text which outlines concepts

and suggests workshop activities and group discussion topics. "Understanding Chinese Culture" addresses Chinese cultural values and child-rearing practices, adjustment to American school systems, and suggestions for interviewing Chinese American parents as part of the assessment process. "Assessing Language Skills of Limited English Proficient (LEP) Chinese American Students" covers assessment problems, assessing functional English and Chinese language skills, recognizing second language production errors, clues to language disorders in LEP Chinese-speaking children, and adapting speech and language procedures and instruments. An appendix to this section deals with Chinese language characteristics, comparison of English and Chinese speech sound systems, and features of second language acquisition. "Psychoeducational Assessment of the Limited English Proficient Chinese American Child" explores basic concerns in assessment, selection and modification of assessment instruments, observation techniques and approaches, and writing the psychoeducational report. Master copies of handouts are included.

Vernon, P. E. (1982). The abilities and achievements of orientals in North America. New York: Academic Press, 1982.

Briefly presents Chinese and Japanese cultural backgrounds and examines biological and environmental factors related to the abilities and achievements of Asians in North America.

Wang, J. C. Entering the Mainstream. A Report of the East Coast Asian American Education Conference (5th, Washington, District of Columbia, April 1984). (ERIC Document Reproduction Service No. ED 253 607)

Summaries of 40 papers on the broad topic of entering the mainstream are provided. Three keynote speakers spoke on the problems of entering the mainstream, on the commission on excellence in education, and on the Asian American contribution to the American dream. The first session discussed congressional developments in education and new theories of education. The second session addressed the issues, myth, and realities of refugee education; ESL methodologies; and U.S. Department of Education Grant Programs on international education. The third session dealt with Asian American and the work of national associations; Asian Americans, bilingual education, and desegregation in Massachusetts; teenagers' views on mainstreaming, on American attitudes toward Vietnamese immigrants, and on the disadvantages facing Asian Americans growing up in the United States; and special education and Asian Americans. A further session was devoted to international and global education; vocational education; adult education; and one

administrator's view of his career. In the fifth session, strategies for getting a job; teenagers' views on excellence in teachers; and the role of parents in education were all discussed. The penultimate session addressed the problems of managing communication skills; crosscultural counseling; Asian American child rearing; and Asian language schools. The final session focused on the identities of Asian American teens; Asian American race relations; intercultural awareness; and assertiveness training.

Werner, E. E., & Ruth, S. S. (1977). Kauai's children come of age. Honolulu: The University Press of Hawaii, 1977.

A longitudinal study of children from infancy through adolescence with emphasis on learning and behavior disorders. Children of Chinese, Japanese, and Filipino ancestries are included in the study which was undertaken in Kauai.

Wong, S. D. Do Chinese adult immigrants need survival English? University of California at Los Angeles. (ERIC Reproduction Service No. ED 285 401)

A survey of 211 adult Chinese immigrants in a community school in Los Angeles, California reports on the adults' need and desire for survival English instruction. The study investigated: the situations and contexts for which English instruction was needed; individuals' desire to increase the range of transactions in which they can function in English; the relationship, if any, between age, sex, length of stay in the United States, educational background, previous English instruction, and interest for survival English instruction; any progression in topics of interest for study; the linguistic and non-linguistic skills and information needed to carry out survivaltransactions; student strategies used to cope with survival situations; and the ways in which these skills and strategies could be supplemented or improved upon by the classroom teacher. The appendices include an English translation of the questionnaire as well as the original one in Chinese; an interview schedule; survival English lessons; a seven-page list of services and resources for the Chinese community in the Los Angeles area; and transcripts of interviews (translated from Cantonese into English) conducted with ten adult students.

Wong S-L. C. (1988). What we do and don't know about Chinese learners of English: A critical review of selected research. RELC Journal, 19(1), 1-20.

Critically reviews selected research on the learning of English by Chinese speakers, focusing on the difficulties they experience and the variables determining

their language learning success. Topics explored include phonology, morphology and syntax, typological transfer hypotheses, analysis of written and spoken discourse, and reading. A list of 92 references is included.

Wong, T. C. (1990). On a "Core of Agreement" in Chinese language instruction. Journal of the Chinese Language Teachers Association, 25(1), 85-92.

Responds to an article that called for an end to the instructional diffusion and widely differing standards and directions of Chinese language instruction. Language instruction within the academic setting naturally yields intellectual by-products to the mastery of linguistic skills, and such teaching is justified when it is part of the liberal arts curriculum.

Young, J., & Lum, J. Asian bilingual education teacher handbook. Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.; Seton Hall Univ., South Orange, N.J. (ERIC Document Reproduction Service No. ED 258 466)

A guide to bilingual education for Asians contains chapters on bilingual and multicultural education characteristics; the learner; Asian and Asian American learners; bilingual program designs, methodology, and classroom activities; instructional materials and resources for Asian bilingual education programs; and teacher competencies, staff development, and certification.
Appendixes, which make up 75% of the document include materials on: compiling Asian bilingual curriculum development materials; the question of literacy and its application in Chinese bilingual education; a taxonomy of bilingualism-biculturalism; a Philippine experiment in multicultural social studies; an example of a multicultural alternative curriculum; bridging the Asian language and culture gap; students from Korea; an Asian-American profile; learning styles of Chinese children; the early history of Asians in America; Korean-Americans; Asians as Americans; the Japanese American in the Los Angeles community; Koreans in America, 1903-1945; organized gangs taking refuge in the United States; cultural marginality and multiculturalism as they relate to bilingual-bicultural education; problems in current bilingual-bicultural education; new approaches to bilingual-bicultural education; an outline for a guided study course; a list of competencies for university programs that train personnel for bilingual education programs; inservice bilingual teacher training; state bilingual teacher certification requirements; and behavioral outcomes for bilingual program students.